

Inspection report for early years provision

Unique reference number	EY136517
Inspection date	10/05/2012
Inspector	Cathleen Howarth

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder registered in 2002. She lives with her three children aged 10, 12 and 17 years in the Failsworth area of Oldham. The whole of the ground floor of the childminder's house is used for childminding in addition to the bathroom on the first floor. There is provision for outside play in the back garden. The family has two dogs and a kitten, which live in the house.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She can provide care for three children under eight years, of which, three may be under five years and none may be under one year at any one time. Currently there are three children on roll in the early years age range. The childminder provides flexible care throughout the year including before and after school care and holiday care.

The childminder has attained an National Nursery Examination Board level 3 childcare qualification and a teaching assistant qualification at level two with a distinction. The childminder receives support from the local authority and she attends a childminding network support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The overall quality of the provision is satisfactory. The childminder is continuing to develop her knowledge and understanding of the Early Years Foundation Stage and recommendations are raised to build on the progress that has been made over the last twelve months. There are emerging systems in place to show parents how their children are progressing in all areas. The childminder recognises the uniqueness of each child and most of the children's individual needs are appropriately met. The childminder currently receives support from the local authority and as a result she has sufficient capacity to make continuous improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop snack time and mealtime routines to support children's independence and obtain, record and act on information from parents about children's dietary needs, to promote healthy eating
- make sure the provision complements the education and care children receive in other settings by liaising with nursery practitioners to support children's progress towards the early learning goals
- identify the provisions strengths and the priorities for development to

improve the quality of the provision through the process of self-evaluation.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the childminder has sufficient awareness of safeguarding issues. She understands her role in child protection, including the procedures to follow should a concern arise. The childminder promotes safe practice well. Children's personal-care routines, like nappy changing, are carried out in a considered and respectful way to effectively promote their dignity.

The childminder is well qualified to level 3. She is continuing to develop her knowledge and understanding of the requirements of the Early Years Foundation Stage by networking with other childminders. She is aware of the forthcoming changes to the framework and she will seek and obtain relevant training to improve outcomes for children.

The childminder makes good use of her time and available space. She clearly knows how to support children to use these resources and children's steady progress is attributed to the resources used to support them towards the early learning goals.

Respect for others is an integral part of the setting and overall children's behaviour is good. The childminder appropriately challenges stereotypical attitudes in relation to gender, ethnicity, culture and disability through age-appropriate resources and activities. Relevant examples include picture books, storytelling, jigsaws and dolls that help children to learn about people's differences in the wider community.

Currently the childminder receives support from the local authority and the quality improvement plan helps to identify aspects of the provision that needs to be developed, which effectively improves outcomes for children. However, there are limited systems in place for the childminder to self-evaluate.

Trusting levels of engagement have been established in relation to working in partnership with parents. A parent commented, 'love it! My child is happy and settled here.' Parents receive useful information about the early years provision and they are routinely kept informed about their children's welfare, learning and development.

There is adequate provision for children with special educational needs and /or disabilities. However, in relation to working with other Early Years Foundation Stage providers, such as practitioners at the nursery, there are limited systems in place to promote a cohesive approach to delivering the framework.

The quality and standards of the early years provision and outcomes for children

The childminder gives children her full attention and she clearly values what children say and do. Her questioning methods usually challenge and support children to achieve as much as they can. There is an developing system in place that shows parents some of the achievements that children have made in the six areas of learning, including pictorial examples of what children have achieved in attractively-maintained development files.

The childminder is caring and affectionate towards the children and a good rapport has been developed. Bottle-fed babies are cradled in the childminder's arms and eye contact is appropriately maintained, to reassure babies who quickly settle to sleep. Older children show that they feel safe when they spontaneously go to the childminder for hugs and cuddles. Children are beginning to learn about personal safety and they practise the emergency evacuation plan and learn about road safety.

Children enjoy fresh air and exercise and they look forward to going to the play gym and playing in the soft ball pool. Parents provide packed lunches although children do not always eat what is provided. The childminder offers alternatives, such as fish fingers and sliced fresh apple, which is sometimes wasted when it is not eaten. Snack time and mealtime is not consistently organised as a social occasion to help children develop independence and to encourage them to make more appropriate choices. Sometimes they do not eat at the table, which hinders their ability to serve food and pour drinks and to feed themselves with utensils that are appropriate for their age and stage of development.

The inclusive ethos at the setting is reflected in children's positive attitudes. Children behave well and cooperate with the requests of the childminder, such as at tidy up time. There are appropriate systems in place to provide for children with special educational needs and/or disabilities and this includes the childminder's ability to signpost parents to external agencies for guidance and support.

There are appropriate opportunities for children to use programmable toys and resources and this includes the use of information communication technology. Children make sufficient progress in communication, numeracy and literacy. They like to make toy cars whizz down the high-rise car track at top speed. The children become engaged in solving a puzzle together. Children are learning how to use inset jigsaws and to share and take turns. For example, when they share the paints and make hand prints and when they use malleable resources. They have fun using the building blocks to make towers, knocking them down and starting over again. Learning to work together involves analysis and it provides a common goal that promotes learning. Measures like these provide the foundations from which children develop knowledge, understanding and skills that are required for later life.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met